

The Northwest Missourian

Northwest Missouri State Teachers College

VOLUME XIII

MARYVILLE, MISSOURI, THURSDAY, JULY 14, 1927

NUMBER 33

226 Candidates For Sheepskins At End of Term

If All Complete Work, Total Number of Graduates for the Year Will Be 418. Five Ask for the A. B. Degree.

Two hundred and twenty-six students have applied for degrees and certificates to be granted at the end of the summer term, Miss Hudson, the College registrar, announces. These persons will receive the diplomas or certificates providing they meet the College requirements by that time, Miss Hudson said.

There are sixty students who are asking for the B. S. degree in Education, and five have petitioned for the Bachelor of Arts degree.

Applicants for the 60-hour life certificate total ninety-two students, and sixty-nine persons are asking for the 30-hour elementary certificate. Of the last number nineteen are asking for a renewal of their certificates.

If all of the summer quarter applicants receive their degrees and certificates, the total number of graduates from the College for the year will be 418. At the end of the spring quarter the B. S. degree was granted to sixty students, and three received their A. B. Fifty-six took the life certificate, and seventy-one were granted the elementary certificate.

Following are those applying for the Bachelor of Science degree in Education:

Orval E. Adams, Melvin Akars, Lois Irene Baldock, Freida M. Bennett, Donald Hiser Berst, Ethel Irene Bost, Thelma Mae Brown, Charles H. Bryant, Julia Campbell, Opal Ruth Clayton, Cynthia Cooper, June Cozine, Dottie Davis, Mildred Davis, Howard Dennis, Ada Eib, Matie Fraulene Evans, Rosella Froman, Mae Gannan, Jewell Gose, Lulu Graham, Mrs. Mary F. Grubb, Pauline Hardwick.

Norma Hartley, John Hathaway, Ruth Hughes, Cecil Jenkins, Esther Kelly, Georgia Keplar, Ruth Lawrence, Ethel Lyle, Alma Mack, Pauline Manchester, Lula May Massie, Edith Pearl McLellan, Reba Ciser Moore, Fern Murray, Homer C. Needles, George H. Newman, Mary Esther O'Banion, Helen Spangler, Maun W. Poleson, Helen Enid Quals, Dora B. Scheffskay, Elma Scott.

Edith Shoemaker, Cora Smith, Maye Sturm, Genevieve Todd, William F. Tompkins, Alfred Walton, Charlotte Hope Whelchel, Donald D. Williams, Obe C. Williams, Charles N. Williamson, Jr., Everett Wright, Cleo T. Wyman, Ira H. Young, Louie Youngman, Katie E. Weakley.

Those who are asking for the Bachelor of Arts degree are: Voria Booze, Wilson H. Craig, Mary Catherine Remus, Olin W. Wakely, and Burdette Yeo.

The following are applicants for the life certificate:

Mamie Adams, Irma Alexander, Emil Alkire, Ethel D. Anderson, Esther R. Batt, Ramona Biggs, Ruth Billips, Lelia Isabelle Boone, Maxa Bradley, Ethel Brassfield, Mary Juanna Breeden, Blanche Bush, Ethel Chamberlain, Nina Chambers, Lucille Clark, Margaret Clough, Dorothy Cook, Mrs. Olive Cowan, Gladys Crackerberger, Faye Elizabeth Daniel, Mrs. Verda Daniels, Hildred DeNeen, Genevieve Dietrich, (Continued on Page 3)

Wyman and Adams Talk to Math. Club

Cleo Wyman gave a summary of the history of the radio in a talk to the Mathematics and Science Club at its meeting Friday July 8. He explained a few simple sets and the theory of the vacuum tube.

Orval Adams talked on the teaching of mathematics. He said there is an increasing need for mathematics teachers. There is a need for adequately trained mathematics teachers and good methods, said Adams, and the responsibility of teaching appreciation of mathematics which falls on the teacher. The club will meet again Friday July 22, at which time the election of officers will be held.

S.T.C. Students to Form County Clubs on Friday

Faculty Member to Meet With Each Group for Organization Purposes. Several Needs Demand Group Organization.

Following the requests from several individuals, meetings have been called for Friday morning of this week at 10:15 to permit the students of the College this summer to organize into county groups. A faculty member has been named temporary chairman of each county group to conduct the meeting until permanent officers are elected.

Several matters may be taken up by the county groups following their organization. Some are planning picnics, and others are making plans for extension classes in their counties for the coming year. Due to the new regulations by State Superintendent of Schools Charles A. Lee, Mr. Cooper, director of extension, anticipates a large demand for this work and some groups are anxious to get a class organized and an instructor spoken for before the close of the summer session.

The meeting places and temporary chairmen of the different groups are as follows:

Andrew, 326, Miss Shepherd; Atchison, 303, Mr. Cradit; Buchanan, 120, Mr. Phillips; Caldwell, 325, Mr. Lowry; Carroll, 222, Miss K. Franken; Clay, 121, Mr. Whiffen; Clinton, Old Library (South end), Mr. Withington; Daviess, Old Library (North end), Miss Smith; DeKalb, 302, Mr. Cauffield.

Gentry, 224, Miss Dykes; Grundy, 122, Miss Holwig; Harrison, 321, Mr. Kinnard; Holt, 218, Mr. Wilson; Livingston, 306, Mr. Cook; Merer, 125, Miss Dow; Nodaway, Auditorium, Mr. Eek; Platte, 225, Miss DeLuce; Ray, 101, Miss James; Worth, 301, Mr. Cooper; Out-of-county and out-of-state, 324, Mr. Kettering.

The following are applicants for the life certificate:

Mamie Adams, Irma Alexander, Emil Alkire, Ethel D. Anderson, Esther R. Batt, Ramona Biggs, Ruth Billips, Lelia Isabelle Boone, Maxa Bradley, Ethel Brassfield, Mary Juanna Breeden, Blanche Bush, Ethel Chamberlain, Nina Chambers, Lucille Clark, Margaret Clough, Dorothy Cook, Mrs. Olive Cowan, Gladys Crackerberger, Faye Elizabeth Daniel, Mrs. Verda Daniels, Hildred DeNeen, Genevieve Dietrich, (Continued on Page 3)

Birdie Besinger Wins Marmon Car

Birdie Besinger, B. S. '24, of Stanberry is richer by one Marmon automobile because of her ability to write limericks, according to a letter received by Miss Dykes. Miss Besinger won a seven passenger car from the Tanner Motor Co. in a limerick contest. She has been teaching in Laredo, Texas, the past year.

The following are applicants for the life certificate:

Mamie Adams, Irma Alexander, Emil Alkire, Ethel D. Anderson, Esther R. Batt, Ramona Biggs, Ruth Billips, Lelia Isabelle Boone, Maxa Bradley, Ethel Brassfield, Mary Juanna Breeden, Blanche Bush, Ethel Chamberlain, Nina Chambers, Lucille Clark, Margaret Clough, Dorothy Cook, Mrs. Olive Cowan, Gladys Crackerberger, Faye Elizabeth Daniel, Mrs. Verda Daniels, Hildred DeNeen, Genevieve Dietrich, (Continued on Page 3)

Almost All of 100 Books Everyone Should Read Are in College Library

Persons seeking good reading need look no farther than the College library, for there are found practically all of the 100 books outlined as those which every American between the ages of 20 and 45 years ought to read. The list was selected from the opinions of fifty-six persons, all of whom are listed in Who's Who. The list is arranged in order of popularity with the committee of ninety-six.

Mr. Wells, the College librarian, said that with but few exceptions, all of the books listed are available at any time.

The list follows:

1. Ivanhoe—Scott.

2. David Copperfield—Dickens.

3. The Scarlet Letter—Hawthorne.

4. Les Misérables—Hugo.

5. Autobiography—Franklin.

6. Man Without Country—Hale.

7. Ben Hur—Wallace.

8. The Tempest, King Lear, Hamlet—Shakespeare.

9. Life of Johnson—Boswell.

10. Pilgrim's Progress—Bunyan.

11. Père Goriot—Balzac.

12. Selected Essays—Emerson.

13. Last Days of Pompeii—Lytton.

14. Henry Esmond—Thackeray.

15. Treasure Island—Stevenson.

16. Vanity Fair—Thackeray.

17. Don Quixote—Cervantes.

18. Rise of Silas Lapham—Howells.

19. Ordeal of Richard Feverel—Meredith.

20. Viceroy of Wakefield—Goldsmith.

21. Two Years Before the Mast—Dana.

22. What Men Live By—Cabot.

23. Walden—Thoreau.

24. Westward Ho!—Kingsley.

25. Americanization of Edward Bok—By Himself.

26. Robinson Crusoe—Defoe.

27. The American Commonwealth—Bryce.

28. Accepting the Universe—Burroughs.

29. Education of Henry Adams—An Autobiography.

30. Crime and Punishment—Dostoyevsky.

31. Huckleberry Finn—Mark Twain.

32. Heroes and Hero Worship—Carlyle.

33. Gulliver's Travels—Swift.

(Continued on Page 3)

Supt. Lee Makes Public New Lists of Requirements

Concern Only Elementary School Teachers—Some Effective This Year; Others Not Until September 1928.

State Superintendent Charles A. Lee has recently issued new teaching requirements effective in September of this year and in September 1928 concerning teachers of elementary schools.

According to Mr. Lee's new order all teachers employed in the elementary schools after September 15, 1927 in first, second, and third class city, town and consolidated districts shall have completed a minimum of two years of college work in a standard institution prepared to give proper training for teachers. Mr. Lee adds that all teachers employed in the elementary schools after this date shall insofar as possible meet the specific requirements which he lists and all teachers employed in elementary schools after September 15, 1928 must meet these requirements in full.

All teachers now teaching in the elementary schools, according to Mr. Lee, shall be considered qualified to continue teaching in similar positions in the elementary schools provided they attend school for at least a part of each year and complete at least six semester hours of credit. He states that all college credit earned in this manner should be selected from the following requirements:

I. Education 15 hours. Required Courses.

1. Educational Psychology 2½ or 3 hrs.

2. School Economy for elementary teachers in high school systems or rural school administration and supervision for rural teachers 2½ or 3 hrs.

3. Elementary, or Rural Education and Observation 5 or 6 hrs.

(a) Kindergarten and Primary Education, including study of the curriculum, teaching methods and Observation for the first three grades.

(b) Elementary Education, including study of the curriculum, teaching methods and observation for these grades.

(c) Rural Education, including study of the curriculum and curriculum materials available in rural environment, teaching methods and observation.

4. Teaching in the Elementary School 2½ or 3 hrs.

II. Elective Courses.

1. Teaching in the Elementary School 2½ or 3 hrs.

2. Special Methods courses in the teaching of Music, Art, Public School Playground work or any of the Elementary Subjects 2½ or 3 hrs.

Child Psychology 2½ or 3 hrs. This course should deal with the physiology and psychology of childhood with special reference to the pedagogical principles involved.

III. Physical Education and Hygiene 2 hrs.

All elementary teachers shall have completed a minimum of four semesters of six quarters of work in Physical Education without credit, including a complete health and dental examination given some time during the early part of the freshman year, and at least a two-hour course in Hygiene taught in the school and community.

IV. English, including Composition, Speech and Literature 7½ hrs.

At least five hours will be required in Composition and the other 2½ may be selected from Speech or Literature.

V. Social Studies 10 hrs.

Including at least a 2½ hours course in each of the following studies: American History, Civics, and Geography.

VI. Science 5 or 6 hrs.

Including at least a two-hour course in Nature Study.

VII. Music 2½ or 3 hrs.

VIII. Art 2½ or 3 hrs.

(The Department recommends that wherever possible a course of college credit in Arithmetic be included in the remaining electives.)

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THE NORTHWEST MISSOURIAN

Which Was The Green and White Courier

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One Quarter.....25

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COLLEGE OATH

"We will never bring disgrace to this, our College, by any act of cowardice or dishonesty. We will fight for the ideals and sacred things of the College. We will revere and obey the College laws and do our best to incite a like respect and reverence in others. We will transmit this College to those who come after us, greater, better and more beautiful than it was transmitted to us."

DOES EDUCATION ENCOURAGE MEDIOCRITY?

The American education, through high school and college, is more of a routine procedure calculated to encourage mediocrity than a source of intellectual stimulus and growth is the serious indictment brought by the Carnegie Foundation for the Advancement of Teaching in its recent bulletin. The bulletin is a companion of, "The Quality of the Educational Process in the United States and Europe," and represents a study of the subject by Dr. William S. Learned of the foundation staff.

The Northwest Missourian is reprinting here a portion of the bulletin without comment other than the suggestion that the material contained is worthy of profound consideration by every student and by every education. If individual development is being hampered by standardized educational processes under the pressure of demand for quantity production, it is high time that corrective measure be sought. If such charges are untrue it is well for us to know why they are unwarranted. It might be well for college students to analyze their own particular cases and to see how modern educational methods are effecting them.

Dr. Learned finds that the American system is piecemeal throughout; that it is concerned with the making of credits, the performance of set tasks and with doing what teacher would like to have done. It is not, as he thinks it should be and as it is found to be in European countries, something of an individual venture into new realms of mind, holding, however, definite objectives and following a logically charted course. The English tutorial system, an adaptation of which has been made at Harvard and a few other American institutions, seems to be Dr. Learned's ideal for higher education.

"In the American classroom, gloss it over as one will, the student labors not to educate himself but to satisfy a master who devises a series of obligations that may range from the impossibility difficult to the ridiculously easy, and that may have little to do with the current mental requirements of some or all of the class," says the bulletin.

"In the French classroom, on the other hand, the professor endeavors clearly to envisage the goal toward which the student is already consciously pressing, and to give him that which in his judgment and experience will best aid him in its attainment. The student does not have his eye primarily on the teacher; both student and teacher have in view an objective already definitely fixed, an objective thoroughly understood by the latter and eagerly desired by the former. What the student does with the professor's wisdom is his own affair; it is precisely in deciding what to do with it—evaluating, comparing, relating it to his ultimate purpose—that he gets his education. Our failure at this point to capitalize the intellectual vision, energy and enthusiasm of young minds trying to get their bearings is appalling. It is certainly responsible for much that is wrong with our higher education."

ENGLISH BOY HAS EYE AHEAD

"The noteworthy trait of an educational system organized as in England is its lucidity. At each of four successive stages the English boy with his foot on the threshold knows whither he is bound and what lies beyond. His task is presented to him in such form as to inspire him intellectually if he is susceptible to such inspiration; if not, the inference is that he does not belong in the university. This is surely in singular contrast with the conditions that prevail at almost every step of the American educational career.

"An integral whole, completely distinct from college or university work, is the universal European reply to the question of secondary school organization. The wisdom of this policy is only too clear, and need scarcely be reiterated. In America, we begin the process of adolescent education in the elementary school, and more often ignore altogether the important early years; we demand sixteen sacrosanct 'units' of credit in four years of high school attendance; then we let the college, impatient to be doing something else, bring the task to a completion which it never defines. The result is a figure with knees on the earth, head in the clouds, and a torso blindly groping between."

"Fortunately the end of this anomaly is fairly in sight. The junior high school program adds two years at the bottom while the junior college movement affixes two years at the top of our familiar four-year institution, and we are sufficiently pledged to both innovations to give us a secure basis for thorough experiment.

"Under our system secondary and collegiate years are not planned to constitute a whole—the harmonious and consistent development of a single mind. The student gropes his way from

year to year without inducement to look ahead.

JUGGLING OF "CREDITS"

"To the democratic philosophy that everyone can and should go through college the college has responded to becoming the sort of institution through which any and every one can go. Students who would be hopeless in coping with a real intellectual task have little difficulty, by skillful selection of courses and instructors, in accumulating term by term the 'credits' necessary to keep themselves afloat. Both the stupid grind and the clever shirk are capable of this without resorting to serious processes of thought which require persistence, deliberation, and perspective.

"Tutorial instruction in England focuses attention on the able man, while yet giving the weaker student all that he can assimilate. The lower schools send word to their favored colleges that certain exceptional students are coming up. The teachers in the schools, after watching and working with these minds as a trainer tends and studies a young horse, are awarded by their success in the scholarship examinations. Such material is seized upon at once by the college tutors and provided with a congenial spiritual home.

"Of course the American university does this likewise. Our schools are scoured for promising candidates, who, when they are safely landed, are turned over to the most remarkable tutorial organization in existence, exemplifying in high degree all the elements enumerated above. Unfortunately, however, this commendable treatment is confined to athletic material. The student of intellectual parts, for whom these same institutions theoretically exist, appears at the gate unsought and unheralded. Neither president, nor dean, nor professor, nor instructor, has serious intellectual contact with any one of them individually except in an irregular or accidental way.

"In England the final examination is taken seriously as an integral part of the educational process; to omit it would be to cut the nerves of the preparation that has gone before. It is a summation of achievement envisaged from the beginning, rather than an afterthought important only to fix certain fractions of credit. Instead, therefore, of being belittled as a nuisance, as with us, it commands continuous collaboration of the best minds of the university. A large amount of time is devoted to it and is not thought to be wasted. In America the examination is the private affair of the individual professor; he formulates the questions on the basis of what he himself has taught, and he rates the answers.

TUTOR A BRILLIANT SCHOLAR.

"Under normal conditions the English tutor is a mature scholar, fully comparable with our better professional groups. In addition he has skill, experience and interest in dealing with expanding minds. He often concerns himself brilliantly with research, but thinks of learning primarily in its relation to a young and active inquirer.

"Every Harvard undergraduate in the three upper years today is assigned to a tutor who normally remains with him throughout the college course. The tutor is expected to meet the student frequently, to discuss with him his class work and his reading, to consider his academic problems, and so far as possible to become an intellectual companion rather than an instructor. His aim is to arouse intellectual curiosity and ambition in his charge; to prove that although hard thinking should be accurate it may also be vivid and attractive.

"The tutor and student become associated at the end of the first year. It is then that the mature freshman looks over the ground and lays out the remainder of his curriculum. With this before him he correlates and reviews his own courses, attends special lectures, and supplements his thinking with as much additional reading as he feels inclined to do."

CHARACTER

It is said that Longfellow and Emerson were fast friends for many years. Finally Longfellow died and Emerson, then in his dotage, was led into the room to take a last look at the remains of his friend. He looked long and earnestly into the upturned face and then, turning to a gentleman beside him, he said, "What a beautiful soul he had, but I have forgotten his name." Men recognize each other by their faces, their forms and their names, God recognizes a man by his soul. It is easy for a man to be pleasant and congenial and "goody-goody" as long as things are going his way. When he knows that his is the hand on the central lever he can show good sportsmanship, and good traits of character, but the time to test his character is in a time of adversity. Watch him when things are going against the grain. Observe his conduct when it is not actuated by a definite purpose. It is in times of social crisis and intense political strain that great leaders come to the front of national life, and so it is in character exposure among individuals. The strong character is considerate of others, self-denying, democratic and courageous.

Moral traits of character are not reserved to the intellectual. Honesty, truthfulness and sincerity are qualities to be attained by each individual regardless of intellectual superiority or financial standing. Oftentimes people conclude that scholastic attainment and personal efficiency are the objectives of our schools, but the ultimate aim of education must be character.

One writer said "Character is the essence of what a man is; reputation is what he seems to be." Character is found in the make up of the individual, while reputation is the opinion held by others. Character is growth and accumulation of years, while reputation may be the result of a single achievement. Shakespeare says:

"Good name in man or woman dear

SPREAD OF THE TEACHERS COLLEGE IDEA IN THE UNITED STATES

The American teachers college is steadily supplanting the old two-year teacher-training institution—the normal school. This marks a new era in the history of American public education. The normal school has its origin in the French Ecole Normale which was all the nation needed in the days of early growth. The teachers college idea is purely American. It was evolved as the result of the needs for scientific development along all lines of progress. In 1919 there were 176 publicly maintained normal schools and only seven teachers colleges in the United States. In 1927 there are left only 50 of the two-year normal schools; while the teachers colleges have grown to 127. Soon all of these institutions will have been elevated to the teacher college rank, much to the betterment of the teaching profession and the children of the generation now in school.

THE AIM OF EDUCATION

By M. M. Parks, Ga.
The Scholar says Knowledge.
The Preacher says Character.
The Minister says Service.
The Philosopher says Truth.
The Artist says Beauty.
The Epicurean says Happiness.
The Stoic says Self-Control.
The Democrat says Self-government.
The Statesman says Cooperation.
The Ruler says Loyalty.
The Sage says Wisdom.
The Youth says Achievement.
The Soldier says Courage.
The Editor says Success.
The Manufacturer says Efficiency.
The Banker says Thrift.
The Child says Play.
The Man says Work.
The Friend says Comradship.
The Pedagogue says Personality.
The Physician says Health.
The Biologist says Growth.
The Psychologist says Development.
The Sociologist says Adjustment.
Education is all of these and more.

"IN A NUTSHELL"

Emerson, while writing on Compensation, might well have mentioned the case of the beautiful co-ed, on the one hand, who is torn by the problem of dates or grades, and the homely girl, on the co-educational other hand, who tells her heart that she would give about ten points off her grades for a modicum of pulchritude and a reasonable share of masculine attention. However, we are not stating it as a rule.

St. Louis Excursion

\$7.50

ROUND TRIP

FROM MARYVILLE

Tickets on sale for trains leaving Maryville as follows:

July 15th.....11:15 P. M.
July.....7:00 A. M.
16th.....11:15 P. M.

Good to return leaving St. Louis not later than 7:30 P. M., July 17th.

Tickets not honored in sleepers. No baggage checked.

Attend the Great St. Louis Municipal Opera. More than 100 actors. Seats for 10,000 persons. American League Base Ball Games between New York Yankees and St. Louis Browns July 16-17.

For Full Information Apply to TICKET AGENT

WABASH RAILWAY

that good-looking girls make poor grades and that only the common-looking ones become Eromathians, for the reverse is very often observed to be true, which would indicate that there are unseen conditions of intellect and industry that probably determine the matter.—A. G. S.

Mrs. Dow—"Glen, put into good English the saying 'Don't count your chickens before they hatch.'"

Glen Ward—"Do not calculate upon the number of your prospective juvenile poultry before the proper process of incubation has fully materialized."

Meet with your county group at 10:15 o'clock Friday morning.

Your county is going to organize a student club at 10:15 o'clock Friday morning.

A Magician

may hold you
spellbound
with his tricks

And the work done at our shop may seem like magic.

but

it is only because our workmen are experts, and our equipment the most modern.

TRY OUR SUPER SERVICE

SPIC and SPAN CLEANERS

Hanamo 290 Farmers 121

M. A. LEWIS, JR., Manager



Arrived—in time for your
Vacation Wardrobe!

FEATHERWEIGHT GARMENTS

\$7.50

And up—and some with two pairs Trousers.

Ready for your discriminating choice: Hot weather Suits that emphasize youthful pep in their smart new lines. Others that carry the quiet, authoritative dignity of the conserva-

cut. Beautifully woven materials, carefully tailored.

Montgomery Clothing Co.

Get to Know Us.

Prices in Plain Figures.

BARMANN'S Fourth Annual Used Car Sale

OPENED SATURDAY

WITH EIGHT SALES

28 Left to Select From

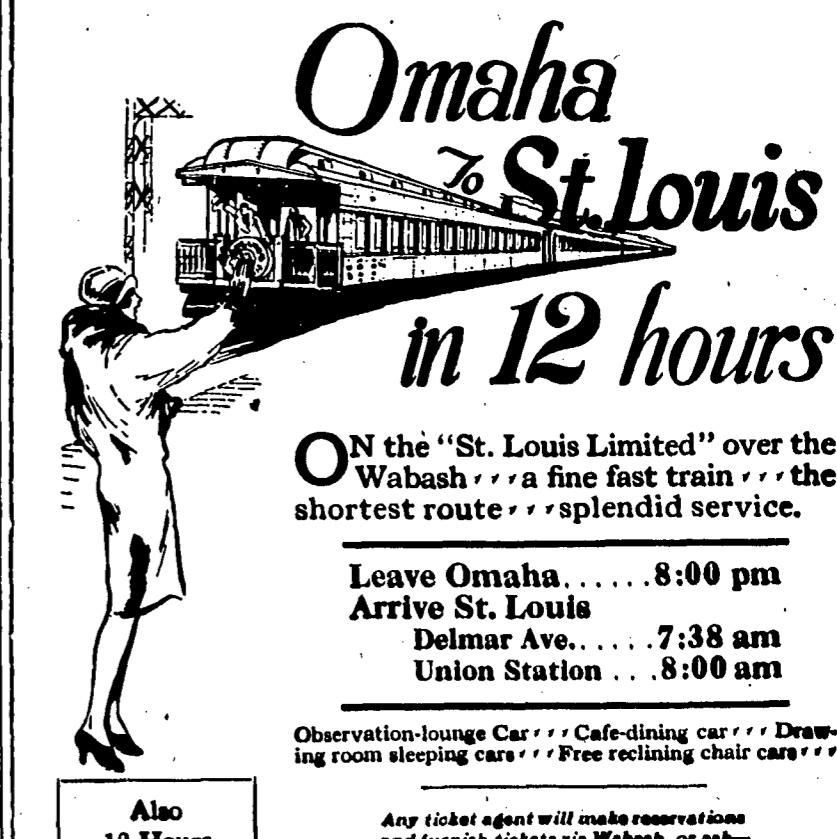
CONTINUES ALL WEEK.

GET YOURS BEFORE THEY ARE ALL
PICKED OVER

- 1924 Ford Sedan.
- 1926 Coupe, like new.
- 1924 Coupe, completely rebuilt.
- 1923 Coupe, a real bargain.
- 1924 Touring, rebuilt and refinished.
- 1923 Touring, rebuilt and refinished.
- 1923 Touring with winter top.
- 1921 Touring with a lot of service.
- 2-1917 Tourings, priced to sell quick.
- 1925 Runabout, rebuilt and good tires.
- 1924 Runabout, good for a lot of service.
- 5 Oneton Trucks, \$50 to \$325.
- 3 Fordson Tractors, like new.
- 1 Huber Tractor.

Burmann Auto Co.

Maryville's Ford Agent for 19 Years.



ON the "St. Louis Limited" over the Wabash, a fine fast train, the shortest route, splendid service.

Leave Omaha.....8:00 pm
Arrive St. Louis.....7:38 am
Delmar Ave.....7:38 am
Union Station.....8:00 am

Observation-lounge Cars, Cafeteria Cars, Drawing room sleeping cars, Free reclining chair cars.

Any ticket agent will make reservations and furnish tickets via Wabash, or ask—

M. C. Shields, Division Passenger Agent,
1007 Harvey St., Omaha—Phone Jackson 0710

Wabash
SERVING SINCE 1856

Cough Drops Winners in Basketball Meet

Headlights, Captained By Donald Berst, Defeated 28 to 8.—Baseball Tourney Starts Next Week.

The Cough Drops are the College intramural basketball champions. Tuesday afternoon they won a 28 to 8 victory in the final game from the Headlights. The victors, called the Cough Drops because their names were all Smith, won the tournament after having lost their first game and then had come back through the consolation tournament to play in the champion-ship game.

Next week the intramural baseball tournament will start. A list has been posted on the bulletin board. All men who have not signed must do so by Friday.

Following is the score of the final basketball game:

Cough Drops	Pts.
W. Smith	6
L. Smith	10
D. Smith	3
P. Smith	5
J. Smith	4
Total	28
Headlights	Pts.
Berst	0
McNitt	2
Hedges	3
Brown	1
Owens	2
Adams	0
Total	8

Each student of the College should affiliate himself with his county club. Meeting at 10:15 o'clock Friday.

You are sowing so many wild oats, my boy—what will you have left when you are older?

Well, I'll at least have enough oatmeal for breakfast all my life.

YOUNG FEET

There is a path that cuts the college lawn.

Across a corner or two, ignores rerides the obese concrete curve prescribed by law.

No more than eighteen inches wide, enough.

For walking, not to trample growing things.

For wotness. An arrogant little path, slender, direct, indomitable. Bars are sometimes placed across, and it defers.

To them, and spoils the minimum of grass.

In a semicircular detour, and goes on.

County Clubs will aid in the organization of extension classes. Meetings Friday.

Cameron Raises Its Half of \$30,000 Fund

Missouri Wesleyan College Won't Have To Close and Prospects Are Excellent, Says Head.

Announcement has been made by E. J. Gale, president of Missouri Wesleyan College, that Cameron, Mo., the college site, has completed the task of raising \$15,000 to enable Missouri Wesleyan to take care of an accumulated deficit.

This is in addition to \$15,000 to be raised outside of Cameron, for which subscriptions now are being taken.

Contradicting "unfortunate reports" that the college might have to close, President Gale declares the prospect for students at Missouri Wesleyan was never better than now, and that indications are that there will be a larger enrollment next year.

Read the story on county clubs. You can derive benefit from yours.

Repairs Begun at Warrensburg S. T. C.

Warrnsburg, Mo.—Work on several buildings of the Warrnsburg State Teachers' College is to begin in a short time it was announced, following letting of contracts recently.

Several additional rooms will be built, others will be redecorated and other improvements are to be made immediately. The contracts call for \$6,000 in repairs and improvements. The major portion will be done on property to be used as a residence for the president of the college.

LaGrange College to Go to Hannibal

La Grange, Mo.—La Grange college, famous in Missouri history and for many years located here, is to be moved to Hannibal in short time, it was announced here. Hannibal business men offered to take over the college and in view of the fact that the institution will receive \$175,000 and 100 acres of land for a campus, officials decided to accept the offer.

226 Candidates

(Continued from Page 1)

Dixie C. Dunham, Samuel Edmunds, Ida Faye England, Mabel Evans, Bernice Ewing, Maurine Farmer, Georgia Fink, Mary Gex, Miriam Geyer, Hazel Gillespie, Irene Goff, Ethel Marie Graves, Georgia L. Gromer, Grace E. Hall, Nellie Harrold, Alyce Hastings, Lena Frances Ham, Helen Jenkins, Miriam Hornung, Nova W. House, Dolores Hunter, Anna Hurt, Opal Ingram.

Josephine James, Lulu Jones, Pearl A. Jones, Thelma Keiffer, Alzina J. Kelley, M. R. Kneale, Marjorie C. Koger, Helen Leamer, Blanche L. Lee, Opal Lindstrom, Maud Linville, Jennie A. Logan, Mable Mackey, Frances Mahan, Leona Mahood, Anna F. Mason, Irma Mathew, Roma McGinnis, Willa McLaughlin, Eva Mitchell, Mary A. Palmer, Mrs. Anna Peoples, Pearl Pittman, Anna Proudfit.

Lovella Reese, Dorothy Reynolds, Marguerite Riley, Mildred M. Sawyer, Nora Schmitt, Mrs. Edna Shannon, Ruth Sheets, Beulah Shelman, Ruby Shores, Pearl Short, Lois I. Smith, Elsie M. Saer, Opal Spohn, Ruby Z. Tibbets, Opal Tucker, Elvore Turner, Lloyd Tuttle, Christee Wagner, Mrs. Emma Walkup, Sylvia Waugh, Lucile G. Wilson and Lola Wolverton.

Those applying for the thirty hour certificate are:

Alva L. Allen, Denzil Bailey, Lois Elaine Barlow, Mrs. Elsie Banks, Dorother Biggs, Lois Brown, Mildred Burke, Hazel M. Burson, Alta Cooper, Mac Coulson, Marguerite Curnutt, Elsie Dryer, Olivia Finch, Archie Findley, Rita G. Fisher, Mary S. Foutch, La Vone Gabbert, Ruby Gilbert, Viola Gladman, Anna Gorsuch, Christine Graeff, Erma Greenwood, Gladys E. Groves, Pauline Hall.

Veronica A. Hall, Margaret Hargrave, Helen Harrold, Mabel H. Haver, Etta Higgins, Mamie Holmes, Minnie Howard, Ruby Howe, Kate Hudson, Dorothy Hunterson, Margaret Johnson, Nathalie Keefe, Kathryn Lou Kephr, Mrs. Minnie B. Lake, Letha Lawson, Ruby Lindsay, Doris McKee.

Eldora McMahon, Mac McPike, Minnie Miller, Ruth Minnick, Ruby Minter, Cleo D. Mock, Gilbert Neal, Lillian Ann Oliver, Laverne Patterson, Evelyn Poe, Edith Reynolds, Vera Ribelin, Donald Russell, Dorothy R. Russell, Paul Schrader, Hildred Sell, Laura Shields, Gladys Smith, Ernest E. Stallings, Esther E. Thompson, Ione Thompson, Verita Van Ausdall, Winifred Ward, Dorothy Ellen White, Wilber F. Williams, Mildred Williamson, Leiva D. Woods, Mrs. Eva Zachary.

Thomas Arkle Clark, dean of men at the University of Illinois, and one of the best-informed men on college and fraternal affairs in the country has made a list of things that he would do if he had to go through college again. Were Dean Clark to begin his college days anew, he would:

1. Develop concentration—work harder but not so long.
2. Learn to work while others are around.
3. Put more stress on learning how to get information than upon the information itself.
4. Find more difficult tasks to do.
5. Learn to speak in public.
6. Learn to play some athletic game.
7. Learn to do one line of work particularly well.
8. Get better acquainted with his instructors.
9. Take fewer courses which are strictly practical.
10. Have an avocation which would bring him into close touch with men.

—John Hopkins News-Letter.

NOT HE

During a smallpox scare, a doctor was so busy vaccinating people that he had to make an auxiliary room for such operations in the basement of his home.

One day a burly man called and said he wished to be vaccinated, and the maid told him he would have to be done in the basement.

"I'll be done in the arm," said the man, "or not at all."

Hi walked in on Price last night and found him praying devoutly by his bedside.

Said Hi, "Why what in the dickens are you praying for?"

"Freedom," said Price.

"But you are free, white and more than twenty-one, you fool," said Hi.

"Don't kid me," said Price, "I was praying for freedom from work."

And how now, with all of these student recitals the florist ought to be making good money—no.

Jule: "Why did you break your engagement to that school teacher?"

Porey: "Because every time I was late for a date she asked me to bring a written excuse from my mother."

The earlier measurements were based on parts of the human body. The "inch" developed from the thumb joint, the "hand" was the four inches across the human hand and the "span," nine inches, was the space from the end of the thumb to the end of the little finger.

Meet with your county group at 10:15 o'clock Friday morning.

Raising rattle snakes and selling their venom to large commercial factories is the way Leonard Keller, a Stanford Junior is earning his way through medical school.

DAFFYNITIONS

PHILOSOPHY—Philosophy is a skinny little bigamist with two fat wives: Science and religion. He is always trying to embrace them both at once, and gets himself into no end of trouble.

MONUMENT FOR A CAMPUS CHARACTER—The only appropriate memorial to a certain campus character would be a tall bronze column, forty feet high, made in the shape of a capital letter I, and resting on a marble pedestal upon which are sculptured all the other personal pronouns. —A book of Lamplight.

Are You a Good Sport?

Most students feel flattered when called "a good sport." And it is a compliment, provided one has the right idea of good sportsmanship. What is your idea of being a good sport? Is it the fellow who is afraid to do right for fear the other fellows will jeer at him. The one who thinks it is smart to do forbidden things, who mistakes foolhardiness for courage? There's a name for that kind of lad, but certainly it isn't a good sport. See if your definition of good sportsmanship tallies with the points given here:

Forgetful enough to forgive an injury.

Lovely enough to find goodness in others.

Modest enough to stand praise without vanity.

Proud enough to bear criticism without being discouraged.

Sociable enough to share your pleasures with others.

Courage enough to do right, regardless of censure or ridicule.

Truthful enough to make your word absolutely dependable.

Chivalry enough never to speak slightly of any one.

Honor enough to do to others as you would have them do to you.

—Boys' Comrade

Know Their Style Book

(Continued from Page 1)

room and—well, paradoxically speaking, a shiny nose never brightened up any dull history lesson.

Listen In On It

Thus if you drop around where there's a group of the teachers you'll hear something like this:

"Say, Mary, what are you going to wear to the luncheon, your blue-figured choffont?"

"And have you seen Alice's gorgeous new coat—lovely squirrel fur on it?"

"And what are you wearing to the dance Wednesday evening—oh, your orange with the gold slippers."

"Say, Grace, have you your compact with you?"

And the men—well where is the masculine educator of yesterday, self-labeled "pedagogue" by his flaring winged collars, his queen neckties and his absent-minded choice of clothes. Glimpse him now with his socks, ties and hankies all artistically matched, his well-tailored suits, his golfing togs. Oh, indeed the gaiters of yesterday are the brogues of today!

Far be it from us to say that clothes make the man or woman, but a run-over heel writes its own story of failure and a soiled collar outshines any true confessions.—Seattle Times.

NOT HE

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EACH SUNDAY TRAIN NO. 12

WILL BE HELD AT OMAHA UNTIL 6:30 P. M. TO ALLOW THOSE GOING TO OMAHA FULL DAY IN THE CITY.

For Full Information Apply to TICKET AGENT

Wabash Railway

Former Student Here Saves Life of Girl

Vern Gusewell, a former student of the College, who is an instructor in the Trenton schools and supervisor of Mohrly Park, Trenton, rescued a girl from the swimming pool in the park last Tuesday, according to the Trenton Republican-Times.

He saved the life of Alida Bell Stone daughter of Mr. and Mrs. W. O. Stone, the newspaper said. The girl was taken from the water in a semi-conscious condition.

Miss Stone was the victim of a prank, two of her companions tossing her in the pool. Her back struck a concrete wall of the pool, the blow stunning her and knocking the breath from her, and she sank quickly.

Mr. Gusewell is well known here, having attended sessions of the summer school.

Read the story on county clubs. You can derive benefit from yours.

There will be county club picnics. Do you belong?

College Library

(Continued from Page 1)

34. Age of Innocence—Wharton.

35. Far Away and Long Ago—Hudson.

36. Elizabeth and Her German Garden—Arnheim.

37. Anna Karenina—Tolstoi.

38. Life of the Bee—Maeterlinck.

39. Innocents Abroad—Mark Twain.

40. In the Catskills—Burroughs.

41. Jane Eyre—Bronte.

42. John Halifax, Gentleman—Craik.

43. Kidnapped—Stevenson.

44. Last of the Mohicans—Cooper.

45. Lure of the Labrador Wild—Wallace.

46. Lorna Doone—

Piano Juniors To Give Annual Recital July 20

Students Studying Dunning System
Under Mrs. Caldwell Will Give Program in College Auditorium Next Wednesday.—Public Is Invited.

Mrs. Caldwell, teacher in the junior piano department of the College Conservatory of Music, will present her pupils in a recital in the College auditorium next Wednesday night. The first number of the program will be given at 7:15 o'clock. Students of the College and the general public are invited to attend the recital which will be in an ensemble program.

Following is the program.

I. Musical Forest—
a. "Fairies Birthday"—Sparrow (double duet)—Edna Belle Welborn, Edwardina Harrison, Margaret Jean Houston, Marjorie Nicholas.

b. "Flying Song"—Pfeiffer.

"Hop Tond"—Pfeiffer—duet—Evelyn Scott, Mary Jane Scott.

3. "Daffy Down Dilly"—Williams—

Mary Margaret Phares, "Grey Owl,"

—Williams—Marguerite Thorp.

d. "Nightingale," "Mocking Bird"

—Diller—Quale—Frank Baker, Jr.

e. "Boy Blue"—Engleman (Trio)—

Margaret Jean Houston, Mary Jane Scott, Evelyn Scott.

f. "March of the Forest Spirits"—

Gaynor—Edna Belle Welborn.

g. "Witches Dance"—Gaynor—Ed-

wardina Harrison.

h. "Magic Circle"—Tenor Drum,

Minor—Meissner—Marguerite

Curlman, Barbara Gray, Robert Gex

III, Robert Fraser, Mahlon Hamilton, Jr.

i. "Trio"—Strebbog—Robert Gex,

III, Mahlon Hamilton, Jr., Robert Fras-

er.

j. "Air"—Gluck—(Duet) Barbara

Gray, Marguerite Curlman,

k. "Princess Sleeps"—Pfeiffer—

Mary Jane Scott.

l. "Lazy Mary"—Williams (Trio)—

Mary Margaret Phares, Marguerite

Thorp, Frank Baker, Jr.

m. "Elfin Dance"—Gaynor—Mar-

gorie Nicholas.

n. "Pizzies Drill"—Brown (Solo

dance with double duet) Mary Henderson, Charlotte Prather, Mary Moine Goff, Lillian Townsend, Mildred Sev-

ers.

o. "Vg're and the Dwarf"—Wolf

(Duet)—Edith Clark, Jimmie Clark.

II. Trio—Ruth Brumbaugh, Mary Ann Bovard, Mildred Severs.

III. "Playful Kitten"—Behr (Duo)

Lillian Townsend, Mary Henderson.

IV. "Garnet March"—Rosburg—

(Double Duet) Mary Moine Goff, Char-

lotte Prather, Mary Ann Bovard, Ruth

Brumbaugh.

V. "Humoresque"—Dvorak (Duet)

Charlotte Leet, Helen Leet.

VI. "Pas Redouble"—Strebbog—

(trio) Mildred Fryer, Anita Aldrich,

Doris Logan.

VII. "March of the Dwarfs"—Holst

(Duet) Mary Henderson, Dorothy Hon-

derson.

VIII. "Musical Reading"—Edna

Belle Welborn.

IX. "Springtime Games"—Richards

(Double Duet) Doris Logan, Mildred

Fryer, Dorothy Henderson, Anita Ald-

rich.

X. "Melody in F"—Rubenstein

(Duo) Elizabeth Prather, Virginia

Mutz.

XI. "Boat Song"—Adamson (Double

Duet) Charlene Wiley, Charlotte Leet,

Helen Elizabeth Kerr, Beth Briggs.

XII. "March Militaire"—Schubert—

(Double Duet) Virginia Mutz, Helen

Kramer, Helen Leet, Edith Clark.

XIII. "Minka"—Eggeling (Double

Duet) Evelyn Dowden, Geneva Ander-

son, Ruby S. Watt, Gladys Bartram.

XIV. "Second Waltz"—Godard—

(Duo) Both Briggs, Helen Kramer.

XV. (a) "Hunting Song"—Weber

(Double Duet) (b) "Intermezzo"—

Mascagni (Double Duet) Bohm Town-

send, Charles Bell, Warren Crow, Jim-

mie Jackson, Jimmie Clark.

XVI. "Cabalotta"—Lark (Duo)

Lucy Lloyd, Charles Bell.

XVII. "Jubelsoifer"—Kranner—

(Double Trio) Elizabeth Prather,

Gladys Bartram, Ruby Luellie Watt,

Lucy Lloyd, Charlene Wiley, Helen

Elizabeth Kerr.

XVIII. "Rosetta"—Bohm (2 pianos,

8 hands) Mary Rose Lueck, Gundaloupe

Doffing, Elizabeth Hull, Viola Henderson.

XIX. "Valse Arabesque"—Lark

(Duo) Dorothy Cordell, Audrey Nelson.

**Davis Team Wins
Volley Ball Play**

Sarah Davis' team were the victors in the volley ball finals played recently at the girl's gymnasium. The members of the winning team are: Lois Brown, Avis Gaemlich, Mae Cannon, Lucy Jones, Gertrude Dale, Rosella Fronman and Sarah Davis.

The girl's base ball season starts Wednesday. Lois Brown and Fron Alroy have been chosen as captains of two of the teams, the other two teams

captains will be selected from the classes in organized games.

Want a Luncheon Served? Just See the Home Ec. Dept.

Would you like to entertain at dinner, luncheon or tea and be assured that everything would be done "according to Hoyle" to say nothing of knowing that you would have a first class meal?

If you do, all that is necessary on your part is to notify the home economics department or Miss Starr. For the meal service class, starting July 15, will be open to serve dinners, luncheons, or teas to faculty members or others. New equipment has just arrived for this department and will be used for serving in the laboratory work. A new dinner service of Bavarian china in the imperial design has arrived, as well as a breakfast set of blue willow ware and a crystal set consisting of parfait and cocktail glasses, sherbet cups, goblets, and finger bowls.

S. Lamar Makes Phi Delta Kappa at M. U.

Stephen G. Lamar, superintendent of the Princeton schools, who is taking some special work at the State University at Columbia this summer, has won high honors in his profession. Last week he was officially notified that he had been elected to the national honorary fraternity, Phi Delta Kappa.

It is based on his high school, college, and university record, with his high marks in the field. It stands for research service, leadership, etc.

It is indeed a high honor and one that is gained by few. His many friends here will be glad to hear of his success.—Princeton Post.

Lamar is a graduate of S. T. C. and is a member of the class of '25.

Faculty Members Give Program at Assembly

Students Give Enthusiastic Reception to Music Yesterday.—Miss Dvorak and Mr. Bronson Favorites.

One of the best Assembly programs given for some time was enjoyed by the student body yesterday morning when the entertainment was provided by the faculty of the Conservatory of Music of the College. The audience gave applause unstintingly and demanded encores particularly with Miss Dvorak and Mr. Bronson, who have been favorites with the student body.

The following program was given:

Piano solo, "Legend" (Arno Oldberg), Mrs. Caldwell.

Encore, "Etude in C sharp minor" (Chopin).

Vocal solo, "Nocturne," (Curran), Mr. Bronson.

Encore, "Fuzzy-Wuzzy," words by

Kipling, music by Arthur Whiting.

Violin solo, "First Movement of F Minor Concerto" (Vieuxtemps), Miss Dvorak, accompanied by Mr. Taylor.

Encores, "Swiss Lullaby," (De Ribauville) for violin alone, and "Spanish Serenade" (Chaminade-Kriesler).

Trombone solo, "Monarch Polka," (Pinard), Mr. Hickernell, accompanied by Mr. Taylor.

Encore, "Intermezzo," from "Cavalleria Rusticana," Mascagni.

Teacher (entering class-room): Order, please.

Absent-minded student: Egg sandwich.

—Current Events.

Elizabeth Mills in Senior Song Recital

Pupil of Mr. Bronson Receives Much Applause in Program Given Last Week at Assembly.

Elizabeth Mills, daughter of Dr. and Mrs. P. O. Mills of Grant City, gave her senior voice recital at the regular weekly assembly last Wednesday. Miss Mills, a soprano, showed style, interpretation, and stage presence far above the ordinary, and the students of the College were generous in their reception of her recital.

Miss Mills was a pupil of Mr. Bronson, voice teacher in the College Conservatory of Music. Her program follows:

(a) "From Mighty Kings" (Ju-

das Macabaeus) Handel; (b) "Born

of a Pain Undying" Franz; (c) "For

Music" Franz; (d) "Autumn" Franz

(A) "Bonjour, Suzon!" Goliards; (b)

"Triste le sto leppa" Grotchanoff;

(c) "Hailul" Coquard; (d) "L'Ete"

Chaminade.

Arria—"Plus grand dans son obser-

toire" (Queen of Sheba) Gounod; (a)

"The Last Hour" Kramer; (b) "The

Russian Nightingale" Josten; (c)

"The South Winds are Blowing"

Densmore.

College Grads Are Leaders in Newspaper Jobs

Survey by University of Pennsylvania Shows 52 Percent of City Papers' Personnel are University Graduates.

That college and university graduates comprise 52 per cent of the personnel on the editorial staffs of city newspapers in the United States today, as compared with about nine per cent twenty-five years ago, is indicated by the results of a survey made under the direction of the University of Pennsylvania's Wharton School of Finance and Commerce.

In making the survey men in editorial positions on seventy city newspapers in thirty-one states co-operated with Edwin G. Pense, senior research student in journalism, by providing statistics based on a canvass of their respective staffs. The combined daily circulation of the seventy papers represented is 5,645,974.

The survey sought not only to reveal the proportion of college men on editorial staffs of city papers but also to determine whether the college man is given preference over the noncollege man in journalism, the caliber of work he is doing, his opportunities for advancement and his merits and shortcomings as seen by practical newspaper men.

College Men Lead

Of the 340 men filling positions as managing editor, chief editorial writer, city editor, news editor or head copy reader on the seventy papers, 218 were found to be college men, the proportion among the managing editors being 68 per cent; chief editorial writers, 77 per cent; city editors, 70 per cent; news editors, 51 per cent.

Despite the preponderance of college men on the seventy papers, however, editors representing the papers in the survey were as frank in calling attention to the faults of the college man in journalism as they were in praising his virtues.

Thus, while 79 per cent of the editors expressed the opinion that the college man is superior to the non-college man in writing news, 74 per cent declared that he is not superior to the non-college man in getting news. His "ambition to become a writer and not an investigator" was held responsible by several for the college man's failure to excel in news gathering. One editor declared that while "the old time newspaper man, driven by the 'hard boiled' city editor, got the story because he knew he had to," the college man frequently gives up in the face of obstacles.

The question "all other things being equal do you give preference to the college man when hiring men?" brought affirmative replies from 84 per cent of the editors and a variety of comments ranging from one city editor's statement that "we no longer hire non-college men" to that of a managing editor who replied that "we regard college men with suspicion as more likely to have fallen into writing ruts and lax habits."

Rates Self Too High.

In registering objections to the college man several editors expressed the opinion that he rates himself a trifle too high during the first few years he is out of college and that he wants to be a managing editor or columnist immediately, scoffing meanwhile at practical experience and the necessity of doing the commonplace things which are part of his work.

Schools of journalism came in for both praise and censure from the editors who commented upon them, three editors expressing a preference for schools expressing a preference for

graduates of such schools, two specifically objecting to them, and several others extolling and censuring